



Behaviour and Therapeutic Thinking Policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Sarah Woodham, September 2022		September 2023	Yes
Sarah Woodham September 2023	September 2023	Autumn term 2024	Yes
Sarah Woodham September 2024	September 2024	Autumn 2025	Yes
Ciara Dumpleton and Sarah Flack April 2026	This policy replaces the previous behaviour policy	April 2028	Yes

As a Federation with a values ethos, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices reflect this.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school clubs at both schools.

Head Teacher:

Date:

Head Teacher:

Date:

Chair of Governors:

Date:

Contents

1. Rationale
2. The purpose of a whole school policy
3. Legislation and statutory guidance
4. What do we mean by positive behaviour
5. How do we encourage positive behaviour
6. Responding to choices that are not positive
7. Bullying
8. Use of Restrictive Interventions, Including Reasonable Force and Seclusion
9. Appropriate Physical Contact with Children
10. Conduct outside of School
11. Searching and Confiscation
12. Roles and responsibilities
13. Evaluation

Appendix 1: School Specific whole school and class-based reward systems

Appendix 2: Unacceptable Behaviour: Definitions and Examples

Appendix 2b: Guidelines for using consequences

Appendix 3: De-escalation

1. Rationale

As values-based schools, our chosen aspirational values are central to the way our schools run, and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these values in all that we say and do.

This policy aims to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

We believe that by sharing our high expectations for behaviour with parents there will be consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

2. The purpose of whole school policy

- Provide a **consistent approach** to behaviour management.
- Outline our system of **rewards and consequences linked to therapeutic thinking**.
- Outline **how we create an environment for positive behaviour**.
- Summarise the **roles and responsibilities** of different people in the school community with regard to behaviour management
- Define what we consider to be **unacceptable behaviour**, including bullying.

3. Legislation and statutory requirements

This policy is based on primary legislation and advice from the Department for Education (DfE) on:

[Keeping Children Safe in Education 2025](#)

[Education Act 2002](#)

[Restrictive interventions, including use of reasonable force, in schools 2026](#)

[Equality Act 2010](#)

[The School Information \(England\) Regulations 2008](#)

[Education and Inspections Act 2006](#)

[Behaviour in Schools: advice for head teachers and school staff](#)

[Mental Health and Behaviour in Schools](#)

[Searching, screening and confiscation at school](#)

[Supporting children with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice: 0-25 years.](#)

4. What do we mean by positive behaviour?

Having **mutual respect** and **consideration** at all times for all members of the school community by accepting and respecting differences in appearance, race, ability, religion and gender.

Co-operating with others by forming good relationships and sharing knowledge and equipment.

Self-discipline, which involves setting, with guidance, challenging personal goals/standards of work and behaviour. Working within rules and knowing what is right or wrong and an ability to use self-control when necessary.

We use a '**3 school rules**' approach based on behaviour.

All adults and children are expected to follow these rules

- 1) Be safe
- 2) Use your positive values
- 3) Be the best you can be

Rule	We Do...	We Do Not...
Safe	We think about our own and others safety in all our actions	Act in any way which could endanger ourselves or others
Use your positive values	We show kindness, honesty, friendship and respect in how we speak and act.	Use words or actions that hurt people or damage equipment or our environment.
Be the best you can be	We put effort into our learning, believe in ourselves, persevere when things are challenging, value mistakes as opportunities to learn and take pride in our work and school.	Give up when challenged, distract others or stop ourselves from learning and improving.

By following the above rules and our chosen values we aspire for our children and staff to develop the following aspirations

- Have self-belief, pride in their work and achievements and the courage to take on challenges.
- Be resilient learners who persevere, value mistakes as part of growth and keep improving.
- Have respectful relationships, showing kindness, honesty, friendship and mutual respect.
- Be positive role models who make safe choices, act with integrity and care for the community.

Our staff and children discuss the above at the beginning and throughout each academic year, and it is displayed in all classrooms and central areas.

5. How do we encourage positive behaviour through a therapeutic thinking approach?

As a federation we have embraced therapeutic thinking. This focuses on creating the right climate for children to learn, with our intention being to instil and create a love of learning in all our children so that they are equipped as lifelong learners.

Our curriculum has a focus not only on what children know and remember, but on recognising that sometimes the most important progress is that of an individual understanding more, engaging more, communicating more and experiencing more.

All of our children are entitled to the best teaching, proactive pastoral care with the aim of them meeting the expectations placed on them with their work, conduct and attitude.

We aim to recognise barriers to learning and to support and encourage them over their hurdles, so that they can meet the aspirational values of being their best selves, developing resilience and having self-belief.

We recognise that some children may have experiences outside of school that bring challenges into school for them and that they will require patience, understanding and guidance in how to follow the school rules and show a good level of behaviour. They require boundaries and expectations that assist them in feeling safe, developing self-discipline and respecting others, including authority.

The school rules are in place to ensure every child feels safe and recognises expectations, but our behaviour policy considers children as individuals and what their specific needs are to enable them to adhere to the expectations set out in this document.

The school has therefore invested in a variety of interventions, and training in areas such as: trauma, bereavement, therapeutic thinking, domestic abuse, attachment and special educational needs and disabilities (SEND), enabling us to better understand individuals needs and how to support them moving forward.

The schools' behaviour policy is reviewed regularly and modified according to the school communities' needs and current cohorts. This enables us to adapt to the needs of our children whilst maintaining our high expectations and therapeutic approach.

By better understanding the individual and their needs, productive relationships between children and adults and children and their peers are formed.

5.1 Encouraging Positive Behaviour Through Acknowledgement and Reward

All members of the school community (including parents and carers) are expected to actively encourage positive attitudes and engagement with school rules and aspirations. Creating a positive learning environment arises from good interpersonal relationships. Parents, carers, visitors, governors, staff and children must treat each other with mutual respect.

Staff should recognise and respond to positive behaviour, reinforcing the rules and values through the language they use

e.g. *Well done for being so polite.*

That was so respectful when you knocked on my door and waited patiently.

I've noticed that you had to try that a few times. That shows great perseverance.

In addition to using the whole-school reward systems outlined in appendix 1 each class teacher is also encouraged to develop their own class systems of rewards, based on positively encouraging and noticing when a child has demonstrated the school's rules and values. This reinforces the positive behaviour management principles set out in this policy.

These reward systems must only be used to promote positive behaviour and not to highlight the negative behaviour of individuals. Once given, they cannot be removed.

Examples of what reward systems may be used are detailed in appendix 1.

5.2 Creating the Right Environment for Learning

All staff members are responsible for creating a positive, predictable and safe learning environment, which enables all children to access their learning and sets the tone and context for positive behaviour management both in and out of the classroom.

Ways in which this can be achieved in and out of the classroom are:

- Welcome every child, every morning
- Know each child as an individual (personalities, interests and friends)
- Create and maintain a stimulating environment that encourages children to be engaged. For example: clear labelling, displays to support learning, displaying children's work
- Display the 3 school rules and aspirational values, reward system.
- Establish clear and consistent routines
- Model expected behaviour i.e. respectful, polite, kind, resilient, best selves, safe, responsible, can-do attitude.
- Organise and re-organise the classroom to cater for the children's individual needs
- Be available to the children in class, scanning the room, live marking, attending to individual and group needs.
- Conclude the day positively and start the next day or session afresh
- Have a plan for dealing with low-level disruption
- Use therapeutic thinking strategies for behaviour management on a day-to-day basis

6. Responding to choices that are not positive through a therapeutic thinking approach

Whilst as schools we want to focus on the positive, we recognise that sometimes children demonstrate behaviours that impact either themselves or others negatively and that this needs to be responded to consistently by all staff members.

As a federation, we do not believe in labelling an individual child as badly behaved / naughty. As therapeutic thinking schools, we recognise that behaviours are often a symptom of something else. We therefore will not shame, humiliate, ignore or reject an individual; instead, we will address the behaviour directly. We know that early consistent intervention and redirection is the best approach to prevent escalation of behaviours

Simple Redirection: *"Remember, to be safe we need to walk in the corridor."*

Direct Intervention: *"Stop! We do not hurt others, all people deserve to be safe in school, what you have done is hurt someone with your words and that is not ok."*

Once a child is calm enough to speak, further investigation and time is sometimes needed to understand what has happened. All children should have their voices heard and staff are not always able to make quick decisions on what they have seen.

If a behaviour is reported by someone else, time needs to be taken to understand what has happened and why, before a decision is made on what may have taken place. Although this can take time it is important that all children know that what is said and done by an adult follows the expectations of this policy and that they are consistent in their approach.

Children are made aware that they are responsible for their own actions and that inappropriate behaviour/choices will lead to consequences. At all times, all staff should encourage and model good behaviour through praise and recognition of positive choices. Children are given the opportunity to reflect on an incident or their behaviour and to discuss how they could have made different choices that would have resulted in a more positive outcome.

The schools will regularly review consequences and their implementation and endeavour to ensure that these are issued consistently and are understood by the child and parent (appendix 2b). We are also aware that not all incidents will always fall into a clear category and in these instances the individual staff member will apply what they think is the most suitable consequence and ensure the child understands why. This may also be explained to the parent. In rare cases the school follows the Central Bedfordshire guidelines for fixed and permanent exclusions of pupils.

In addition to formal exclusion procedures, the schools reserve the right to withdraw a pupil's place on any trip, visit, event, or other enrichment activity if their behaviour does not meet the expected standards. Participation in such activities is a privilege, and pupils must demonstrate that they can behave safely, responsibly, and in line with the school's values. Where behaviour gives reasonable cause for concern, either in the lead-up to an activity or based on previous conduct, the school may decide that a pupil cannot attend. However, the schools will always work with pupils to support them in meeting expectations so that withdrawal from activities is a last resort. This action is taken to ensure the safety and wellbeing of all pupils and staff involved. In such cases, the pupil will be expected to attend school as normal and will be provided with appropriate learning activities.

6.1 Supporting Individual Needs and Maintaining High Expectations

All children, including children with SEND, are expected to adhere to the school rules and expectations as this helps them and others to feel safe. Where children have individual needs that impact their behaviour, a support plan is put in place to reduce incidents and guide staff on how to interact with the child. This ensures that reasonable adjustments are made so the child can succeed. However, all children are held accountable for their actions. If behaviour occurs because of a specific SEND need, staff will follow the agreed support strategies. If behaviour occurs outside of those identified needs, appropriate sanctions will be applied in line with school policy, ensuring consequences are fair, consistent and reflective.

7. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the victim to deal with

Details of our school's approach to preventing and addressing bullying are set out in the schools' anti-bullying policy and child-on-child abuse policy.

8. Use of Restrictive Interventions, including Reasonable Force and Seclusion

At times, children may enter a cycle of escalating behaviour. In school, we use a structured de-escalation process to help manage and reduce such situations, as outlined in Appendix 3. However, there are occasions when de-escalation strategies and other interventions are not effective. In these instances, and in order to ensure the safety of the child and those around them, staff may need to use restrictive Interventions, including use of reasonable force. Such measures are always a last resort, proportionate to the circumstances, and carried out in line with statutory DfE guidance on the use of reasonable force in schools.

Some staff are trained in **Team Teach**, which emphasises de-escalation, risk reduction and safe physical intervention.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. The following statement should be made both in local & corporate policy:

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.” *(George Matthews – Director)*

Details of our schools' approach to restrictive interventions including use of reasonable force and seclusion can be found in the Federation Restrictive Interventions including use of Reasonable Force policy.

9. Appropriate Physical Contact with Children

The schools recognise that appropriate physical contact is a normal and necessary part of working with children. The 2026 DfE guidance states that schools should not operate a “no-contact” policy. There are circumstances when it is appropriate for staff to have some physical contact with children which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Staff may use appropriate, non-restrictive physical contact where it is necessary for purposes such as:

- giving first aid
- guiding or escorting a child, for example:
 - holding the hand of a child at the front or back of a line when moving to assembly
 - walking with a child around the school or on a school trip
 - helping a child to access a space they have chosen to use to self-regulate
- comforting a distressed child
- congratulating or praising a child, for example with a pat on the back or a handshake
- demonstrating how to use a musical instrument
- demonstrating exercises or techniques during PE lessons or sports coaching

All physical contact must be:

- appropriate to the context
- proportionate
- respectful of the child’s dignity
- consistent with safeguarding expectations

Physical contact becomes a restrictive intervention only when it limits a child’s movement. In such cases, the conditions in Section 8 apply.

10. Conduct outside of School

Teachers have the power to discipline children for misbehaving outside of the school premises “to such an extent as is reasonable”. Disciplining beyond the school gate covers the schools’ response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes instances on the world wide web, such as cyber bullying.

Subject to the behaviour policy, teachers may discipline children for: misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a child at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or • poses a threat to another child or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a child. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

11. Searching and Confiscation

11.1 Searching

Searching can play a critical role in ensuring that schools are safe environments for all children and staff. It is a vital measure to safeguard and promote staff and child welfare and to maintain high standards of behaviour through which children can learn and thrive.

Details of our approach to searching and confiscation can be found in the Federation Search and Confiscation Policy in line with Searching, Screening and Confiscation in Schools (2022) guidance.

12. Roles and responsibilities

12.1 The Governing Board

The full Governing Board is responsible for reviewing and approving the Behaviour Policy in conjunction with the Head teachers and monitor the policy's effectiveness, holding the Head teachers to account for its implementation.

12.2 The Head teachers

The Head teachers are responsible for reviewing this Behaviour Policy in conjunction with the full Governing Board, giving due consideration to the schools' values agenda. The Head teachers will also approve this policy.

The Head teachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative choices and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

12.3 SENDCo

The schools recognise its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child as already stated within the policy.

The federation's SENDCo in communication with other relevant adults, will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Contributing to the development of a personalised plan for behavioural needs and implementing what is required in the school and responding to individuals in accordance with the known plan
- Recording all behaviour incidents using our schools' monitoring system (CPOMS)
- Praising positive behaviour in accordance with the policy
- The senior leadership team and where necessary, the SENDCo will support staff in responding to behaviour incidents

12.5 Parents

Parents are expected to:

- Support their child in understanding the school rules and expectations of the school as outlined in the policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in implementing a plan for their child including strategies of approach and consequences
- Work with the school in a relationship of mutual trust. We ask parents and carers to approach concerns with an open mind and to recognise that staff observations are based on professional judgement, evidence, and a commitment to each child's wellbeing. While we understand that children may present situations differently at home, we expect parents to give due weight to the information shared by the school and to work collaboratively with us to address behaviour concerns. This partnership ensures that children receive consistent messages and the support they need to thrive.

12.6 Children

Children are responsible for

- Showing respectful behaviour by treating all members of the school community, including staff and peers, with kindness and respect. This includes using polite language and not answering back disrespectfully
- Following school rules, such as wearing the correct uniform, moving around the school in an orderly and quiet manner, and treating school property with respect.
- Accepting responsibility and taking ownership of their own choices and actions. This includes accepting appropriate consequences when they occur.
- Engaging actively and positively in their learning and completing any reasonable tasks assigned to them.
- Using self-management strategies and tools provided by the school to handle difficult situations. Participate in restorative practices when required.
- Responsible conduct outside of school and avoiding behaviour that brings the school into disrepute, whether online or in the local community

13. Evaluation

As an indicator of the success of this policy, we hope to achieve the following: -

Everybody is safe

Everyone uses their positive values

Everyone is the best they can be

The above three rules will result in an all-inclusive, positive school setting that our children can thrive in.

Appendix 1

Whole School and Class-based Reward Systems

Practice at **Shillington Lower school:**

Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom rewards. These reward and deal with the positive and negative behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, other interactive approaches.

Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

Values apples

The Values apples are given to children across the school who demonstrate the school values. The child has a small apple to take home and a large apple to put onto the tree on display.

Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher. Their names are recorded in the Good News Book, and their achievement is celebrated at the time.

Golden Tickets

An immediate or in the moment response by an adult to something a child/children does/do well in school. They can be given out at any time. These are often to praise effort, behaviour, concentration or notice children spotted doing the right thing. A child should not expect to get a golden ticket for these things but may get one at any point. The named golden ticket is then entered into a random draw at the end of the week in order to win the class mascot for the week. This draw happens in celebration assembly.

Practice at Stondon Lower school:

Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom rewards. These reward and deal with the positive and negative behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, and other interactive approaches.

Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

Class reward tickets

An immediate or in the moment response by an adult to something a child/children does/do well in school. They can be given out at any time. These are often to praise effort, behaviour, concentration or notice children spotted doing the right thing. A child should not expect to get a ticket for these things but may get one at any point. The named ticket is entered into a random draw at the end of the week to win the class mascot. The draw takes place during the celebration assembly.

Values Leaves

The Values leaves are given to children across the school who demonstrate the school values. The child has a leaf to take home and a large leaf to put onto the Values tree for display.

Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher. Their names are recorded in the Good News Book, and their achievement is celebrated at the time.

Appendix 2:

Unacceptable Behaviour: Definitions and Examples

For the purpose of this policy, the federation defines unacceptable behaviour using a three-tier framework: *Difficult, Disruptive, and Dangerous behaviour*, in line with therapeutic thinking principles. This approach ensures behaviours are described factually and proportionately, focusing on their impact on relationships, learning and safety rather than attaching blame. Examples of such behaviours, although not exhaustive, are outlined below:

1. Difficult Behaviour

Behaviours that primarily affect relationships, respect or self-management. They may cause upset or tension but do not usually stop learning for others. Examples include:

- Rudeness (answering back, inappropriate tone, gestures)
- Verbal insults (unkind comments, name calling)
- Dishonesty (lying, withholding truth)
- Passive resistance (sulking, withdrawal, selective listening)
- Mocking or sarcasm towards peers/staff
- Exclusionary behaviour (refusing to work with peers, isolating others)

2. Disruptive Behaviour

Behaviours that interrupt learning or the wider environment. They interfere with teaching, distract peers, or undermine the school community. Examples include:

- Low-level disruption (not settling, talking at wrong times, distracting others)
- Attention-seeking (calling out, silliness, unnecessary noises)
- Refusal (e.g. not following instructions, ignoring staff direction)
- Misuse of equipment (throwing items, using resources inappropriately but not dangerously)
- Defacement (graffiti)
- Lack of care (littering, not tidying, disrespecting shared spaces/property)

These behaviours are generally dealt with by the class teacher or another member of staff in a caring, supportive and fair manner with some flexibility regarding the age and Special Educational Needs of the child, as far as consequences are concerned. Each case is treated individually.

3. Dangerous Behaviour

Also referred to as *serious unacceptable behaviour*. These behaviours may cause harm to oneself, others or property and compromise safety or wellbeing. Examples include:

- Physical aggression (hitting, kicking, pushing, biting)
- Threatening/intimating behaviour towards staff or peers
- Bullying (persistent intimidation, harassment, targeted cruelty)

- Verbal abuse including the use of swearing (verbal or gesture directed at staff or peers)
- Racist, sexist, homophobic or other discriminatory behaviour
- Dangerous use of objects or equipment (throwing heavy items, unsafe use of equipment)
- Unsafe actions (rough play, playing in prohibited areas)
- Serious vandalism or deliberate damage to school property or the property of others
- Theft of property belonging to the school or others
- Leaving the school site without permission
- Bringing prohibited or unsafe items into school (e.g. sharp objects, substances)

This type of behaviour is generally rare and it is the responsibility of the Headteacher to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be considered. A record of serious incidents will be kept in school.

Appendix 2b:

Guidelines for using consequences

In line with therapeutic thinking, consequences are understood as either *educational* or *protective*. Educational consequences are designed to help children learn from their behaviour, repair relationships and develop the skills needed to make more positive choices in the future. They focus on teaching, reflection and restoration. Protective consequences are used when it is necessary to safeguard the child, their peers, or the wider school community. These measures ensure safety, maintain order and prevent further harm.

It is important to note that not every behaviour requires both types of consequence. Some behaviours may only call for an educational consequence (for example, a reminder, reflection, or restorative conversation), while others may require a protective consequence (such as removing a child from a situation to ensure safety). In certain cases, both may be applied together for instance, a protective measure to maintain safety, followed by an educational consequence to support learning and repair.

Both types of consequences are applied proportionately and consistently, with the aim of supporting the child's growth while protecting the wellbeing of others. Consequences become part of a supportive framework that balances learning with safety, rather than simply enforcing compliance.

The following are examples of how consequences may be applied at each tier of behaviour. They are not exhaustive but illustrate the types of responses that may be appropriate.

1. Difficult Behaviour

Example: A child answers back rudely to a teacher.

- **Educational consequences:**
 - Verbal reminder of expectations (reinforcing respectful communication).
 - Restorative conversation with the teacher to reflect on impact.
 - Apology verbal or written to repair the relationship and demonstrate accountability.
 - Discussion/ rehearsal of a more appropriate response (role-play or social story).
- **Protective consequences:**
 - Temporary removal from class to de-escalate tension.
 - Withdrawal of privileges (loss of responsibilities in class/whole school, break time/lunch time separate to peers)

2. Disruptive Behaviour

Example: A child repeatedly distracts others during independent work by making noises, tapping equipment and trying to get attention of others, where these actions are carried out with the intent to disrupt rather than arising from SEN.

- **Educational consequences:**
 - Verbal reminder of expectations about focus and respecting peers' learning.
 - Restorative conversation with the teacher to reflect on how their actions affect classmates.
 - Catch-up time to complete missed work caused by distraction.
 - Re-teaching of classroom routines (e.g. quiet working, appropriate use of equipment).
- **Protective consequences:**
 - Relocation to another seat to reduce disruption.
 - Short removal from the classroom to protect learning time for peers.

3. Dangerous Behaviour

Example: A pupil throws a chair in anger, creating risk of harm.

- **Educational consequence (implemented once the child is regulated):**
 - Guided reflection session with a trusted adult, focusing on what triggered the anger and exploring safer ways to express strong feelings (e.g. using a calm space, verbalising emotions, requesting help).
 - Restorative meeting with affected peers/staff to repair trust and acknowledge impact.
 - Creation of a personalised regulation plan (visual prompts, safe strategies, agreed signals) to rehearse and embed safer responses for future incidents.
- **Protective consequence**
 - Immediate removal from the situation to ensure safety.
 - Removal of unsafe items.
 - Parental contact.
 - Possible fixed term exclusion if risk remains high and safety cannot be guaranteed.
 - Permanent exclusion, used only in extreme cases or after all other courses of action have been unsuccessful.

The schools follow the Central Bedfordshire guidelines for fixed and permanent exclusions of pupils. Further details can be found in the Federation's Suspension and Permanent Exclusions policy.

Behaviour at Break and Lunchtimes

Break and lunchtimes are important opportunities for children to socialise, play and recharge. Where behaviour during these periods presents a risk to safety, wellbeing, or the

orderly running of the school, educational and/ or protective consequences may be applied. These may include:

Educational consequences:

- Supported reflection on behaviour choices and their impact on others
- Restorative conversations to repair relationships and encourage empathy
- Re-teaching of expected routines and social skills for unstructured times
- Opportunities to practise positive behaviour before re-integration

Protective consequences:

- Temporary withdrawal from playground or dining hall areas
- Supervised time in an alternative space to allow regulation and reflection
- Separate seating or play arrangements to reduce risk of conflict • Removal of specific privileges (e.g., access to equipment or games).

The person on duty should carry out the consequence or refer to the class teacher depending on the circumstances.

Appendix 3:
De-escalation

What is De-Escalation and why is it important for positive behaviour support?

De-escalation is an important part of positive behaviour management. Effective deescalation means spotting the often subtle signs that an individual is feeling dysregulated and taking action to prevent them from spiralling into a potential crisis. It is not about simply stopping behaviour but about using appropriate intervention strategies to calm and reconnect the feelings driving the behaviour.

There are many de-escalation strategies, some verbal and some non-verbal, depending on the needs of the individual. One size does not fit all. De-escalation strategies can help regulate the emotions driving the behaviours, reduce risk and ensure a child feels supported.

1: Redirecting to a safe space

When a child shows signs of heightened stress or anxiety, staff should provide reassurance and support, acknowledge their emotions while encouraging alternative ways to express them. Where appropriate, the child may be guided to a quieter, designated safe space.

Whilst accessing the safe space, staff will ensure appropriate supervision that considers both the child's wishes and staff safety. This may include supervision from a distance where the child prefers to be on their own, provided staff can continue to monitor wellbeing and respond if needed. Staff should maintain a calm, low-stimulus environment and offer familiar or calming resources where available.

2. Facilitating Talk

Staff should use active listening to validate a child's emotions and demonstrate empathy. This may include simple verbal reassurance (e.g., "I can see something is wrong; I am here and listening") and consideration of the child's preferred methods of communication.

3. Mirroring

Staff should model calm behaviours through body language, posture, and verbal communication to encourage pupils to mirror these responses. For children experiencing heightened stress or anxiety, instructions and demands may be difficult to process. In such situations, modelling the behaviour expected provides a clear, non-verbal tool for de-escalation and supports a calmer environment.

4. Choices

When a child is overwhelmed, too many options can increase stress and hinder decision-making. To support de-escalation, staff should offer no more than two simple, manageable choices, ensuring that either outcome is acceptable. This approach helps the child retain a sense of control while reducing confusion and making the situation less daunting.

Example De-Escalation Script

When a child is showing signs of heightened stress or anxiety, staff may use the following script to provide reassurance and support:

1. **Acknowledge feelings**
"I can see you are upset. It's okay to feel this way."
2. **Offer reassurance**
"You are safe. I am here to help."
3. **Encourage expression**
"You don't have to explain everything right now. You can show me or tell me when you're ready."
4. **Provide simple choices**
"Would you like to sit here quietly, or move to a safe space?"
5. **Maintain supervision**
"I'll be here when you're ready to talk"